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individuality or freedom. Such an idea, however, would at once be dispelled by the careful perusal of the volume. In many places it is made perfectly evident that the teachers are expected to continue their professional studies, to read the current literature, and to do their own thinking on educational matters.

Again, the detailed rules and directions for the memorizing of texts might easily lead one to suppose that these teachers practiced the "cramming" system. This impression, however, would be speedily corrected by a perusal of the excellent little article on "The End of Teaching" (p. 48), from which we quote the following: "Instruction is a precise and systematized body of knowledge which the pupil assimilates by personal work: *precise*, for no one is an instructed man who has only vague, obscure, incomplete ideas of things; *systematized*, for to know properly is to know things in their causes, and consequently to link together in the mind principles and consequences, laws and their phenomena; *assimilated*, for true knowledge is nothing artificial, applied to the mind from without or simply stored in the memory, but it consists of systems of truth that become an integral part of the mind, and are organized in it to become as active as itself. . . . The school should prepare its pupils, not for examinations and competitions, but for life. . . . In other words, it is not *crammed* heads, but trained ones, that do the best and most practical thinking."

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The Elements of Sociology. By FRANK W. BLACKMAR. New York: The Macmillan Co. Pp. xi+454. \$1.25.

Professor Blackmar has brought together his material from many sources, and acknowledges that he is indebted to a large number of students and writers of sociology whose scholarly work and scientific investigations have made the science of sociology possible. His object is to "present a brief outline of sociology, founded on the principles established by standard authorities on the subject." "It is intended to be a working manual for the student."

The book does not possess the originality or unity of Dealey and Ward's books. It is broadly eclectic. On the other hand, it is more practicable as a textbook for beginners, and will serve a useful purpose, not only as a textbook, but for intelligent general readers and social workers who wish to gain a social attitude of mind in relation to all varieties of man's activity.

After a brief discussion of the nature and import of sociology, the author discusses in turn: "Socialization and Social Control," "Social Ideals," "Social Pathology," "Methods of Social Investigation," and "The History of Sociology."

There is a good index, and, at the close of each chapter, references are given, "not as a bibliography of the subject treated, but for comparative reading for students."

A Text-Book of Sociology. By JAMES QAYLE DEALEY AND LESTER FRANK WARD. New York: The Macmillan Co., 1905. Pp. xvii+326. \$1.30.

This book is an epitome of what Dr. Ward has written. It therefore has the merits and demerits of an epitome. It gives in brief and consecutive form the kernel of Dr. Ward's thought in every field of human activity.